

Madison Creative Arts Academy

Instructional Continuity Plan (ICP)



Janna Barrs, Executive Director

Board Approved 12/16/2021

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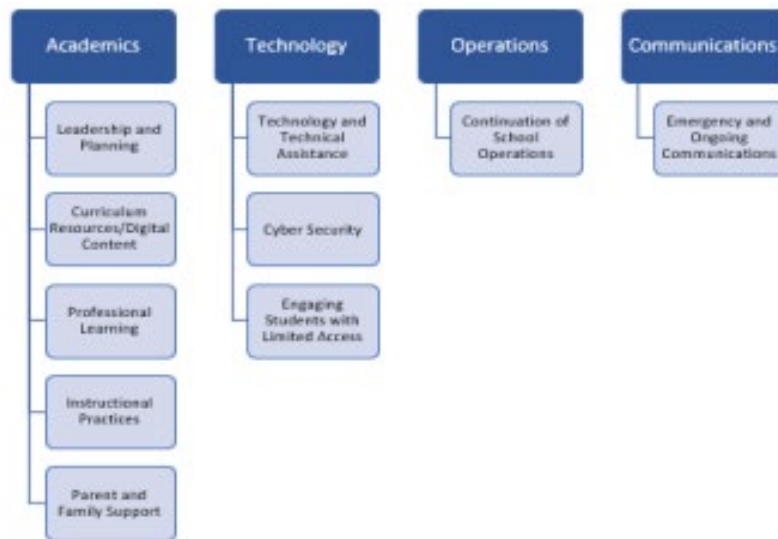
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INTRODUCTION

Please note this document is fluid and may change as information is acquired from the Florida Department of Education.

If it becomes necessary to close school for emergency situations, Madison Creative Arts Academy will make every effort to provide continued educational opportunities for students. The school will utilize online content and digital resources for grades K-8 and additional paper-based opportunities in select grades. Teachers may implement teacher-created or school-developed, or a combination, of digital and/or paper-based lessons to meet the needs of their diverse students and courses. Instructional resources for elective areas have also been selected to maximize learning opportunities in the event of extended school closures. Internet-accessible devices may be deployed on a prioritized need based on availability of devices.

This Instructional Continuity Plan (ICP) is divided into four areas to address in the event of a school closure: Academics, Technology, Operations, and Communications. These four areas are further divided into ten components as follows:



This document serves as a planning guide for school administrators. Planning details include steps administration will implement immediately upon receiving notification of school closures as well as additional steps to be implemented over the course of an extended closure. Additionally, resources and best practices for teachers, parents, and students are included to support the implementation of a distance learning model. The school website contains the most up-to-date information for school stakeholders. The website is located at mcaa.academy.

ACADEMICS

Component 1: Leadership and Planning

MCAA Instructional Continuity Planning Team	
Name	Role
Janna Barrs	Executive Director
Andrea Krell	Assistant Director
Carolyn Thigpen	IT Director
Kelli Minter	ESE Support Facilitator
Jennifer Copeland	Reading Coach
Lori Newman	Academic Support
Carlissa Huggins-Cherry	Facilities
Jenny Hendry	Food Services
Megan Greene	School Nurse

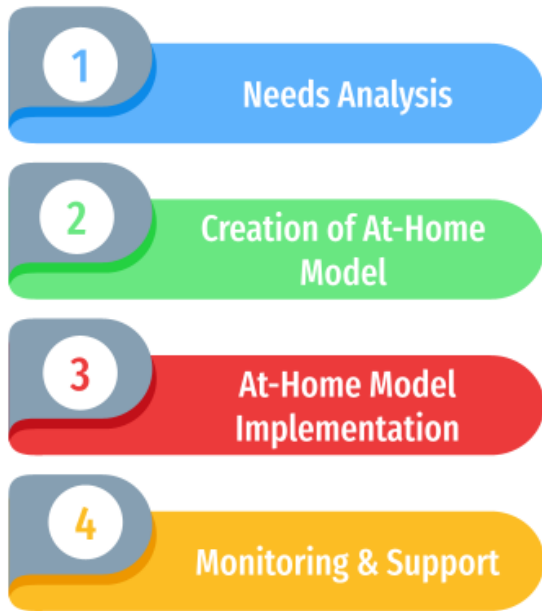
Desired Outcomes

The goal of the Instructional Continuity Plan is to launch distance learning systems that maximize the amount of instructional time for students during school closure and support student mastery of grade level standards.

Critical Success Factors

In the event of a disruption of standard operating procedures, the ICP Team will:

- Facilitate smooth transitions to the appropriate instructional delivery model.
- Provide continuation of other school-based services.
- Create clear roles and responsibilities for all stakeholders for the duration of distance learning.
- Evaluate needs and allocate appropriate capital and human resources to meet those needs.



ICP Action Plan

Instructional Continuity Plan implementation will occur in 4 phases.

The charts that follow outline the planning categories aligned to each of the 4 phases of the ICP Action Plan. For each planning category, a list of recommended activities is provided.

ICP Action Plan Execution

Phase	Ref	Planning Category	Description	Activities
<p>Phase 1: Conduct Needs Analysis</p> <p>Goal: Gather data to understand current state of technology, platform and instructional materials access</p>	1.1	Assess At-Home Technology Access	Understand student and teacher access to technology - devices, connectivity, software - and identify opportunities to expand access	Survey students and teachers to assess existing student access to technology, including hardware, software, and connectivity.
				Compile, organize, and analyze results from the surveys to determine delivery model limitations.
				Identify opportunities to increase technology access
				Develop local partnerships to increase access to technology.
	1.2	Assess Access to Instructional Delivery Methods	Understand the level of teacher and student access to learning platforms	Create inventory of platform options based on existing licenses and/or free resources
				Assess supports for all learners when considering instructional delivery methods
	1.3	Assess Instructional Materials Access	Identify high-quality and aligned instructional materials	Set instructional continuity vision for all subjects
				Understand access of all previously purchased products
				Explore and analyze additional material options
				Assess supports for all learners
				Assess availability of progress monitoring tools across existing options

Phase 2: Development of At-Home Model Goal: Make decision on curriculum and instructional Model and policies based on landscape analysis	2.1	Determine At-Home Curriculum and Instruction Model	Make decision on at-home curriculum and instruction model based on current state of student and teacher access	Select instructional materials and delivery method by grade, content area and special student populations based on input from landscape analysis Test and confirm digital access for all selected materials and delivery methods Identify key concepts on which to focus during remote instruction
	2.2	Set Grading and Progress Monitoring Policies	Set at-home grading and progress monitoring policies for students	Determine grading procedures and policies for monitoring student performance Determine attendance policies for students in an at-home learning model
	3.1	Design At-Home Learning Schedules	Design daily student schedules to continue student learning	Identify time constraints around existing school day (e.g., screen time, etc.) Set weekly and daily schedules for teachers and students aligned to selected instructional materials
				Develop and incorporate progress monitoring plan by subject area and grade band into weekly schedules Create plan to track and monitor attendance
Phase 3: At-Home Model Implementation Goal: Solidify plans for instructional model and execute the plan with identified stakeholders.	3.2	Adapt Staffing Models	Adapt district and school staffing models and expectations based on at-home model	Identify staffing needs based on selected curriculum and instruction model Update roles and responsibilities of all school level positions included in staffing model
	3.3	Communicate Plan to Stakeholders	Design and oversee communications plans for school	Create communications plan and timeline of key messaging for all stakeholders

		leaders, teachers, parents and students	<p>Communicate at-home curriculum and instructional model to teachers</p> <p>Communicate at-home curriculum and instructional model to parents</p> <p>Provide ongoing communications as decisions are made and new information is available</p>
3.4	Provide Model-Aligned Professional Development	Provide training to all school leaders, staff, parents and students	<p>Create training plan and timeline by stakeholder group</p> <p>Identify training platform and design trainings for all stakeholders</p> <p>Execute trainings as decisions are made and information is available</p>
3.5	Purchase, Print and/or Distribute Instructional Materials (if applicable)	Oversee distribution of necessary materials to students and teachers	<p>Identify list of needed print-based materials based on instructional delivery model</p> <p>Create plan for delivery of materials given identified constraints</p> <p>Purchase and/or print any materials not already available</p> <p>Oversee logistics of materials distribution</p> <p>Create inventory and tracking system to ensure students receive materials</p>

<p>Phase 4: Monitor, Support, and Continuously Improve the Model</p> <p>Goal: Assess academic and operational implementation and iterate based on data and feedback.</p>	4.1	Monitor Student Progress	Understand student progress and deliver targeted support	Design process to track student mastery and growth for districts, principals, teachers and students.
				Create structure and schedule student-teacher conferences for student support.
				Execute and track student-teacher conferences.
	4.2	Provide Ongoing Teacher Supports	Understand teacher needs to improve instructional delivery	Design process for school leaders and coaches to check-in with teachers for support
				Develop check-in template, schedule and execute teacher check-ins
				Create professional development plan to provide ongoing support around use of materials and delivery method
	4.3	Troubleshoot Problems	Develop troubleshooting processes and structures	Develop a help-ticket submission process for students and teachers
				Create a school support team to address help desk tickets
				Provide ongoing troubleshooting services to students and teachers
				Create additional trainings and/or communications to reduce repeated student and teacher challenges
	4.4	Support Ongoing Operations	Develop process to gather feedback from and support end	Develop a process for stakeholders to submit questions or feedback

			users	Create a school team to address questions and concerns
				Provide ongoing operational support to stakeholders
				Create additional trainings and/or communications to enhance at-home model operations
	4.5	Continuously Improve the Instructional Model	Continuously improving instructional model based on new information and barriers to student learning	Develop a process to collect, categorize, and assess barriers to implementation
				Analyze barriers to implementation and adjust execution based on findings

*Adapted from the Texas Education Agency *Instructional Continuity Planning Tool*

ICP Evaluation

The effectiveness of the Instructional Continuity Plan will be evaluated and revisions will be made based on the following:

- Stakeholder feedback
- Participation Metrics
- Progress Monitoring Data

Component 2: Curriculum Resources/Digital Content

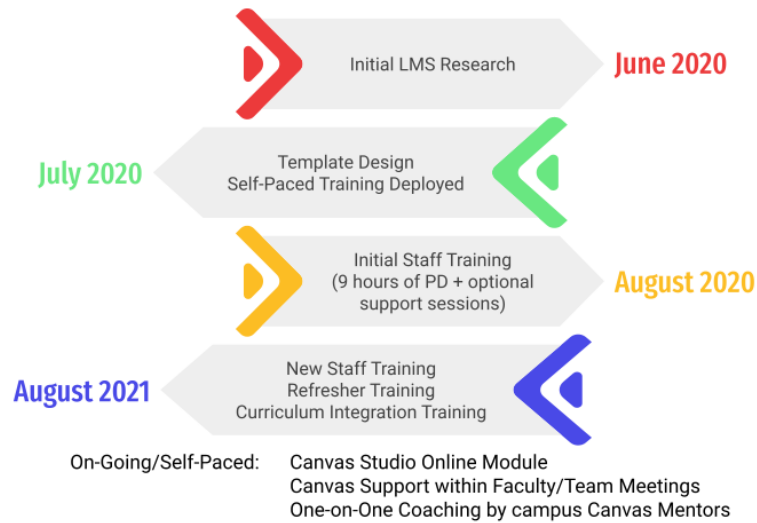
LMS Team Members	
Name	Role
Janna Barrs	Executive Director
Andrea Krell	Assistant Director
Carolyn Thigpen	IT Director
Johnathan Cooks	Middle School ELA/Electives Teacher

Content Delivery

The Canvas learning management system as well as additional on-line curriculum and assessment tools are incorporated in teachers' face-to-face instruction on a regular basis. This familiarity for both teachers and students will provide an easier transition in the event that the remote instructional model must be implemented. Through the LMS, students will have access to digital materials and instructional activities to support distance learning during the time schools are closed. Teachers may implement a variety of materials that are teacher-created or school-developed in digital and/or paper-based formats to meet the needs of their diverse students and courses.

Core Online Learning Platforms	
Resource	Description
Canvas	Canvas allows teachers to supplement instruction in face-to-face learning and continue instruction in a distance learning modality. Communication, lesson creation, and student monitoring are all possible through the Canvas learning management system.
G Suite for Education	G Suite for Education allows teachers and students to exchange information regardless of the learning modality. Teachers can share Google Docs, Slides, Sheets, and more with students to learn or work, and students can create these files independently to share their learning with their teachers and classmates.

LMS Deployment Timeline



Distance learning activities are expected for students in grades K-8. Paper-based lessons will be made available as needed and requested by the parent. If students are in school when a school closure is announced, paper-based lessons may be distributed to students prior to their dismissal and prior to the school closure. In the event of an emergency school-wide closure at a time in which students are not in session, a date and time will be designated for materials pick-up to include electronic devices, textbooks, prepared packets, classroom supplies, etc. Paper-based packets may be picked up at external lockers located on campus for individuals without internet access. Paper-based lessons will be updated periodically throughout extended closures.

Student Online Learning Resource Access	
All MCAA online resources can be accessed through the Clever portal.	Step 1: Login to the student Google account. Step 2: Access Clever via https://clever.com/in/mcsbfl-charter/ Step 3: Click "MCAA Login with Google"
MCAA Username and Password Format	Username: firstname.lastname@mcaa.academy Password: Lastname#### Where #### are the last four digits of the student's school ID number.

Digital instructional resources are separated into two classifications: core materials and supplemental materials. Both types of resources support learning both in person as well as in hybrid or online formats. Core materials provide standards-based activities. Supplemental materials support learning related to the core materials.

Content Delivery: Resources for Core Subject Areas

		Core Materials						Supplemental Materials															
		Paper-Based Resources	Savvas	Think Central	HMH	Ed: My Friend In Learning	iCivics	Studies Weekly	ABC Mouse	Algebra/Math Nation	Brain Pop	EdPuzzle	Epic	Flipgrid	Freckle	Generation Genius	Kahn Academy	Kesler Science	Quizlet	Starfall	Suwannee River Regional Library Sys	Teach a Monster to Read	Zoom
K-4	Language Arts/Reading	•	•						Kg				•				•		•	Kg	•	Kg/1st	•
	Mathematics	•		•											•		•		•				•
	Science	•		•													•		•				•
	Social Studies	•						•									•		•				•
5-8	Language Arts/Reading	○	•								•	•	•				•		•		•		•
	Mathematics	○	7th/8th	5th	6th					•		•	•	•	•		•		•				•
	Science	○		•							•	•	•		•		•	•	•				•
	Social Studies	○				6th/8th	7th	5th				•	•	•	•		•	•	•				•

- Standard Curriculum
- As needed based on technology survey results

Content Delivery: Resources for Electives & Other Programs

		Paper-Based Resources	GCF Global	OBS Studio	HMH	Flipgrid	LEAPS	Sanford Harmony	Sound Trap	Move to Learn (YouTube)	My Career Shines	Zoom
K-4	Art	●				●						●
	Music	●										●
	Physical Education									●		●
	Social Emotional Learning (SEL)	●						●				●
	Spanish	●										●
5-8	Art	○				●						●
	CTE Prep	○	●	●							●	●
	Music	○				●			●			●
	Physical Education	○								●		●
	Social Emotional Learning (SEL)	○					●					●
	Spanish	○										●

- Standard Curriculum
- As needed based on technology survey results

Component 3: Professional Learning

The ICP team will provide leaders and instructional staff members multiple survey opportunities to determine actual needs regarding professional learning. Teacher self-evaluations will be used to help guide plans for professional development. The surveys will be implemented at key points throughout the school year to assess teacher comfort with current technology tools and areas for needed improvement.

Whenever possible, professional learning opportunities will be scheduled during regularly scheduled team meetings and/or full faculty meetings. Teacher planning days and early release days will also be utilized for deeper dives into content as well as technology resources.

Following the 5 principles of adult learning, the focus for professional development will be relevant to current classroom practice and centered around problem areas experienced by educators in implementing distance and/or hybrid learning.

Stakeholder surveys and progress monitoring will be utilized to determine the effectiveness of professional development efforts in achieving the desired outcomes.

Professional Development Timeline

Provide training to all school leaders, staff, and teachers



Component 4: Instructional Practices

Identified Areas of Professional Development Needs
<ul style="list-style-type: none"> ● Increased utilization of Canvas tools in the classroom setting for submission of assignments using a variety of methods. ● Continued practice with Canvas assessments as a means of communicating learning outcomes to students and parents. ● Implementation of progress monitoring procedures in a distance learning environment. ● Increased Zoom proficiency including opportunities for developing empathy for online learners.

The Canvas learning management system will be used for the delivery of instructional materials and activities, as well as communication with students and parents. Synchronous learning opportunities will be provided in the form of Zoom meetings, which are also available via telephone for learners with limited internet access. Additional opportunities for asynchronous activities and assessments will be provided.

The following teachers have extensive experience with Canvas deployment and will serve as Canvas Mentors to the rest of the faculty and staff:

- [Carolyn Thigpen](#), IT/Computer Tech Teacher
- Johnathan Cooks, Middle Grades ELA/Elective Teacher
- [Caroline Blair](#), 1st Grade Teacher

Distance Learning Considerations	
Consideration	Possible Resources
How will assignment information be communicated?	Canvas modules linked to Canvas home page buttons
Where should students and parents expect class updates?	Canvas announcements
How can you monitor student activity in each class and provide feedback?	<ul style="list-style-type: none"> ● Canvas activity reports ● Online tests and quizzes through curriculum providers ● Canvas Rubrics ● Returned student packets
How will teachers progress monitor?	Star Early Literacy, Star Math, and Star Reading will continue to be used for progress monitoring.

Distance Teaching Resources
Florida DOE Best Practices for Distance Learning
US Department of Education Teacher Digital Learning Guide
eLearn Engaging Learners in Online Environments
Common Sense Education's Best Tools for Virtual and Distance Learning
Online Learning Consortium's Resources for K-12 Educators Teaching Remotely

Component 5: Parent and Family Support

In the event of a schoolwide closure, the MCAA Home Technology Survey (Appendix A) would be implemented to determine areas of need. The survey will be posted on the school webpage, Facebook group, and Canvas messaging. In addition, paper copies will be made available at the school site.

The following two-way communication channels will be utilized:

Questions/concerns about...	Should be Directed to...	Using...
Classroom assignments	Classroom teacher	Canvas Inbox or Email
School policies and procedures	Janna Barrs, Director Andrea Krell, Assistant Director	Email or Phone
ESE/504 plans and services	Kelli Minter, ESE Support Facilitator	Email
Food Services	Jenny Hendry, Lunch Coordinator	Email

The Canvas learning management system serves the primary means of access to instructional activities, student grades, and school-home communication. Ensuring all parents are connected to this important resource will be crucial to the success of the remote learning model.

1. Teachers will generate a list of students who do not currently have an "Observer" connected to them in Canvas.
2. Office Staff will reach out to unconnected parents with pairing codes and support parents in setting up Canvas accounts and connect the accounts to their students.

Parent and Student Responsibilities During Distance Learning

- Check daily for school communications and respond promptly, as needed.
- Login daily to Canvas for assignments from teachers.
- Complete electronic and/or paper assignments and submit them by the due date.
- Join live Zoom sessions for instruction when possible.

Distance Learning Resources for Students and Parents
US Department of Education Parent and Family Digital Learning Guide
NAEYC Distance Learning Toolbox
SchoolMint Promote Parent Involvement in Hybrid Learning
Canvas Observer Guide

Family check-ins will be used to support families experiencing difficulty participating in distance learning as evidenced by not meeting attendance expectations and failing to turn in assignments or complete assessments.

Special Student Populations

Upon the decision to initiate the distance learning model, the ESE Support Facilitator will coordinate efforts to reach out to families of students qualifying for ESE services and discuss plans for implementing services and accommodations remotely in alignment with the student’s Individual Education Plan. Accommodations specified in ELL learning plans will continue to be implemented, as well.

Every effort will be made to continue to hold IEP and 504 meetings on schedule using virtual or phone conferencing. ESE staff will continue to provide parents with IEP progress updates along with quarter-end report cards.

Additional Recommendations for Teachers Working Remotely with Students with IEP, 504, & ELL Plans:

- Minimize time constraints, when appropriate.
- Plan for variety in students’ ability to complete work by announcing assignments well in advance and provide clear due dates.
- Provide regular feedback and corrective opportunities.
- Provide multiple ways to demonstrate knowledge opportunities.
- Monitor and adjust instructional content and methods as needed.
- Provide samples, examples, and guides.

School staff will coordinate with Madison County School District to provide services for students identified as Homeless. Efforts will be made to reach out to these families to determine any additional areas of support needed in the event of a long-term school closure.

TECHNOLOGY

Component 6: Technology and Technical Support

Technology Leader: [Carolyn Thigpen](#), IT Director

Technical Support: Andrea Krell, Assistant Director

Families of students in grades K-8 will be surveyed to determine if students have access to internet-accessible devices at home to access digital instructional activities. The school may check out mobile devices to students based on prioritized need and availability of devices. The school may use its current inventory of mobile devices, including devices in carts, to serve students. Mobile devices must be checked out by the School's IT department. School IT Director [Carolyn Thigpen](#) will oversee device deployment. The Mobile Device Agreement (Appendix B) must be fully completed prior to receipt. Mobile devices checked out during the school's emergency closure are expected to be returned within one week of school's reopening or by the last day of the current school year, whichever comes first.

Chromebooks will be utilized for remote instruction. Lightspeed will be used for the remote monitoring of student devices, allowing teachers to message distracted students, redirect browsers, and close windows, as needed. Additionally, Lightspeed employs content filters to allow students to browse online safely.

Staff members will be allowed to check out school devices to teach remotely, as needed (Appendix C: *Faculty and Staff Device Checkout and Usage Agreement Form*). Based on assessed needs, provisions will be made for staff members to operate from the school site, if safety allows, to accommodate those with limited home access.

Component 7: Cyber Security

Cyber Security Framework

The preferred cyber security framework is that of the National Institute for Standards and Technology (NIST). The framework should be referenced as it applies to K-12 cyber security for an evaluation of the school’s security posture.

Cybersecurity Policies and Procedures	
<i>Threat Preparation</i>	
Develop policies for responsible use.	<i>MCAA Internet Acceptable Use Policy and Guidelines (Appendix D)</i> <i>MCAA Student Acceptable Telecommunications/Electronic Communications Use Policy and Agreement (Appendix E)</i>
Store data securely in compliance with the Family Educational Rights and Privacy Act (FERPA).	
Implement firewalls.	The MCAA computer network is protected by a Meraki firewall, providing Layer 7 traffic classification and control to identify users, content, and applications on the network.
Monitor networks continually to assess risks from cyber threats.	The Meraki firewall provides integrated intrusion detection and prevention based on Sourcefire’s Snort. Microsoft Windows 10 devices are protected utilizing Microsoft Windows Security software. Maleware Bites and Microsoft software are utilized to remove any malicious software detected.
Monitor student use to protect against access to inappropriate material.	The Meraki server allows the network administrator to set content access controls, specifying content type and keywords. The Lightspeed student monitoring and filter software is implemented across all devices to monitor students as they browse and access online resources. The software allows teachers to monitor and restrict access to approved sites. Teachers can lock a student’s machine should they access inappropriate material. The software also allows for remote monitoring of student use.

<i>During an Incident</i>	
Initial points of contact in the event of a cyber security incident	Carolyn Thigpen , IT Director Janna Barrs, Executive Director
Limit damage and preserve sensitive information.	
Request external assistance from local law enforcement, as needed.	
<i>Following an Incident</i>	
The response team will determine the following:	<ul style="list-style-type: none"> ● Individuals responsible for the threat. ● Individuals impacted by the threat. ● Impact to technology within the organization. ● Policy revisions necessary to protect against future incidents.

*Adapted from Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center's [Cybersecurity for Schools Fact Sheet](#)

Component 8: Engaging Students with Limited Access

Communication Lead: Andrea Krell, Assistant Director

Special Education Lead: [Kelli Minter](#), ESE Support Facilitator

In the event of an emergency school-wide closure at a time in which students are not in session, a date and time will be designated for materials pick-up to include electronic devices, textbooks, prepared packets, classroom supplies, etc. Paper-based packets may be picked up at external lockers located on campus for individuals without internet access. Paper-based lessons will be updated periodically throughout extended closures.

Innovative methods can be used to provide instruction for those students with limited access. Schools may check out mobile devices to students based on prioritized need and availability of devices. For those students for whom reliable internet services are unavailable, students will be given the opportunity to access synchronous learning via phone call into scheduled Zoom meetings. Should this option not be available teachers may utilize the following methods to provide instruction and assess student learning:

- Individual phone calls to monitor student progress
- Distribution of flash drives containing materials and pre-recorded instruction

The school's ESE Support Facilitator will work with district staff to determine methods of delivery for ESE services for families with limited internet access.

OPERATIONS

Component 9: Continuation of School Operations

Food Services

Contact Person: Jenny Hendry, MCAA Lunch Coordinator

MCAA will work with the Madison County School District and other local community organizations to provide opportunities for meal pick-up to students as resources and safety allow.

Exceptional Student Education

Contact Person: [Kelli Minter](#), MCAA Support Facilitator

As student instruction is provided, the District and MCAA will make every effort to provide special education and related services to students in accordance with a students' individualized education program (IEP) or Section 504 plans. There may be exceptional circumstances that could affect how a particular service is provided.

All students have access to many accommodations that naturally occur in the virtual setting. Please note that some accommodations identified in student Individual Education Plans (IEPs) or Section 504 Plans may not be possible to implement in the online educational setting. Students/families are encouraged to communicate with their teachers to determine whether the virtual educational environment can appropriately meet the needs of the student. Once school resumes to a routine schedule, schools will return to providing special education and related services to students with disabilities in accordance with the student's IEP or 504 plan. If a student has not received services for an extended period of time, the student's IEP Team, or appropriate personnel under Section 504, will make case-by-case determinations regarding the extent of services missed and the necessity of applicable make-up services.

Mental Health Services

Contact Person: Janna Barrs, MCAA Executive Director

Referrals will continue to be made to independent local providers or the Madison County School District Mental Health Care providers. Decisions regarding delivery of services will be determined as health and safety dictate.

Faculty and Staff Expectations

Teacher Expectations	
Availability	<ul style="list-style-type: none"> • Be available for remote work Monday-Friday during specified hours. • Attend weekly faculty check-ins via Zoom as scheduled.
Lesson Planning	<ul style="list-style-type: none"> • Determine key standards on which to focus instruction. • Upload weekly lessons to Canvas by Sunday evening for the following week.
Instruction and Assessment	<ul style="list-style-type: none"> • Provide synchronous instruction to students via Zoom. • Be available daily for tutorials and support. • Provide student feedback on a weekly basis.
Communication	<ul style="list-style-type: none"> • Attempt to return calls, Canvas messages, and emails within 24 hours of receipt. • Establish daily office hour periods. • Communicate daily with families through the online platform or phone calls.

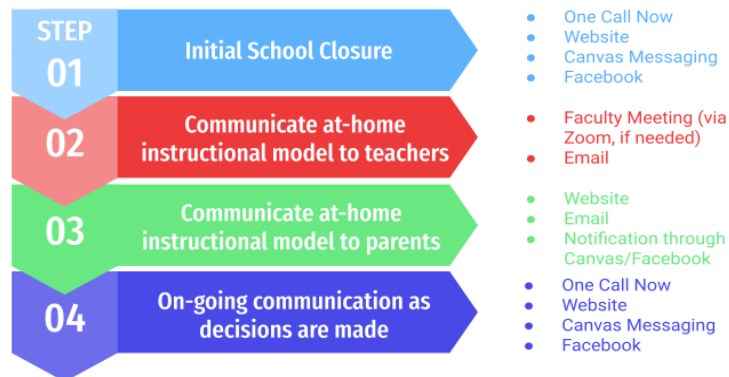
Additional staff expectations will be set on a role-by-role basis.

COMMUNICATIONS

Component 10: Emergency and Ongoing Communications

Communication Lead: Andrea Krell, Assistant Director

Communication Timeline



During a school closure, employees, parents, and students are encouraged to follow or use the communication channels listed in the table below.

MCAA Communication Channels	
Where	What
Canvas	Teachers will use the Canvas learning management system to share assignments with students. <ul style="list-style-type: none"> • Canvas Announcements will be used for course and school-wide updates • Canvas Inbox will be used for one-on-one communication between students and teachers and between parents and teachers.
Email	Teachers and administrators can be reached through our school email addresses. Visit the Faculty and Staff page of the school website to locate a staff member’s email address.
Phone	Staff members who wish to make calls from a remote work location can create a Google Voice number to utilize for school-related calls and/or texts.
One Call Now	School-wide updates, particularly school closure announcements, will be made through the One Call Now system to automatically call all relevant staff and students.
School Website	Employees, parents, and students are encouraged to visit our school website to keep up-to-date on all school-wide announcements.
Facebook	Parents and employees can join the “Madison Creative Arts Academy PAT Club” group to receive announcements.

Appendix A: Home Technology Survey

The Home Technology Survey will be posted on the school webpage, Facebook group, and Canvas announcements. Paper copies will also be made available at the school site.

Madison Creative Arts Academy Home Technology Survey

Parents, please complete this survey to help us better understand the resources your student has access to at home.

PARENT/GUARDIAN INFORMATION

First Name

Last Name

STUDENT INFORMATION

Student 1 First Name

Student 1 Last Name

Student 1 Grade

Student 2 First Name

Student 2 Last Name

Student 2 Grade

Student 3 First Name

Student 3 Last Name

Student 3 Grade

HOME INTERNET ACCESS

Do you have internet access at home?

YES NO

Do you have access to WiFi or a mobile hotspot?

YES NO

What is your home internet service provider?

Xfinity/Comcast

AT&T

Verizon

Centurylink

Don't Know

Other: _____

How would you describe the internet speed in your home?

Slow

Normal

Fast

Parents,

Thank you for your help! When you have completed the survey, please seal it in one of the provided envelopes and place it in the "Completed Surveys" drawer.

Sincerely,
MCAA Administration

DEVICES

What devices do you have available to access the internet? Check all that apply.

Laptop or desktop computer

Chromebook

Tablet (iPad, Kindle Fire, etc.)

Smartphone

Gaming console (Xbox, Playstation, etc.)

Other: _____

If you have a smartphone, does it have a data plan?

No Smartphone/ Don't Know

1-300 MB Monthly Data Plan

301MB – 2 GM Monthly Data Plan

Greater than 2GB or Unlimited Monthly Data Plan

What is your service provider for a smartphone?

Verizon

AT&T

T-Mobile

Sprint

US Cellular

Boost Mobile

Cricket Wireless

H2O Wireless

Metro by T-Mobile

TracFone Wireless

Ting Inc.

Virgin Mobile USA

NO SMARTPHONE

Other/Don't Know

Appendix B: Mobile Device Agreement Acknowledgement

MCAA Asset Tag #: _____

Device Serial Number: _____



Mobile Device Agreement Acknowledgement Page

Please select one of the options below, sign this form and return to the school; keep a copy for your records.

Student Name (Print)

School ID# (Print)

A. _____ Yes, I would like my child to check out a school-issued mobile device.

B. _____ No, I would not like my child to check out a school-issued mobile device.

By signing this acknowledgement page, you are confirming that you have read the "Agreement for Student Use of Mobile Device Computer" and agree to all its terms and conditions.

Acknowledgment: Student and parent/guardian acknowledge that they have read the "Student Acceptable Telecommunications/Electronic Communications Use Policy and Agreement" which includes the "Student Technology and Device Guidelines", understand it, and agree to be bound by its terms and conditions. Student and parent/guardian further acknowledge that this agreement represents the complete understanding and agreement between the school board (MCAA) and the parent and student with respect to the subject matter hereof. No other representations, stipulations, agreement, or understanding, whether oral or in writing shall be valid or enforceable or have any binding effect unless contained in this agreement. This agreement may not be changed, amended, or modified without the express written approval of the school board (MCAA). Any change, modification, or amendment to this agreement approved by the school board must be in writing.

Parent/Guardian Name: (Print) _____

Parent/Guardian Signature: _____

Parent/Guardian Email: _____

Parent/Guardian Phone: _____

NOTE: Mobile devices checked out during the school's emergency closure are expected to be returned within one week of schools reopening or the last day of the current school year, whichever comes first.

2812 W. US 90, Madison, Florida 32340

Madison Creative Arts Academy, Inc. is a tuition-free public charter school and will not discriminate illegally on the basis of sex, race, religion, national origin, disability, or age as to employment or educational programs and activities.

**Appendix C: Faculty and Staff Device Checkout and Usage Agreement
Form**



Device Checkout and Usage Agreement Form

Employee Name: _____

School or Location: _____

MCAA Asset Tag: _____

MCSD Record Number: _____ Serial Number: _____

I acknowledge receipt of the device assigned to me by the Madison Creative Arts Academy for the purpose of removing it from school property for school-related use. I agree I will be solely responsible for the laptop's security and care while it is off school premises and in my personal custody and control. Further, I agree to return it in its original condition when requested.

- I agree to assume all risk of injury or harm associated with the use of this laptop off-premise, including but not limited to, physical damage or loss, or personal injury.
- While off campus the Madison Creative Arts Academy has no control over the information accessed through the internet and cannot be held responsible for content viewed.
- Therefore, I agree to release Madison Creative Arts Academy and its employees from all liability, claims, damages, and causes of action that may arise from my use of this computer while not on school property.

Employee Name (Print): _____

Employee Signature: _____

Date: _____

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Appendix D: MCAA Internet Acceptable Use Policy and Agreement

MADISON CREATIVE ARTS ACADEMY

Internet Acceptable Use Policy and Guidelines

The Internet provides an exciting opportunity to expand learning for students and educators. However, with opportunity comes responsibility for appropriate use.

Network Resources

The Internet serves as an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students, teachers, and administrators may have access to any of the following depending on school connection procedures:

- Worldwide electronic mail services.
- Global information and news as well as the opportunity to correspond with other institutions.
- Public domain and shareware computer software of all types.
- Discussion groups on plethora of topics.
- Access to many Florida University and Community College Library Catalogs, as well as others from around the world.

Network Warning

With access to computers and people all over the world also comes the availability of materials that may not be considered of educational value in the context of a school setting. There may be some material, individual contacts or communications, which are not suitable for school-aged children. The District School Board of Madison County views information retrieval from the network in the same capacity as information retrieval from reference materials identified by schools. Specifically, the District School Board of Madison County supports those that will enhance the research and inquiry of the learner with directed guidance from faculty and staff. However, on a global network it is impossible to control all materials and an industrious user may discover inappropriate information. At school, each student's access to and use of the network will be under the teacher's direction and monitored as a regular instructional activity. The District School Board of Madison County, however, cannot prevent the possibility that some users may access material that is not consistent with the educational mission, goals, and policies of the District School Board of Madison County.

General Policy and Guidelines

It is the general policy that the network facilities are to be used in a responsible, efficient, ethical, and legal manner in accordance with the missions of the District School Board of Madison County and Madison Creative Arts Academy. Users and parents must acknowledge their understanding of the general policy and guidelines as a condition of using the Internet via the school network and Internet browser.

Failure to adhere to the policy and guidelines may result in suspending or revoking the offender's privilege of access.

Appendix E: Student Acceptable Telecommunications/Electronic Communications Use Policy and Agreement



STUDENT ACCEPTABLE TELECOMMUNICATIONS/ELECTRONIC COMMUNICATIONS USE POLICY AND AGREEMENT

MCAA provides computers and network capabilities to students for the purpose of enhancing instruction through technological resources. Students may be granted access to the District's electronic communication system that includes access to the internet. A student's activities while using this system must be in support of education and research and be consistent with the educational objectives of MCAA. This access is a privilege, not a right, and inappropriate use will result in the cancellation of this privilege by the Information Technology (IT) Department and/or disciplinary action by school officials. Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. The school may suspend or revoke a student's access to the school's system upon violation of school policy and/or procedures, including the MCSD Code of Student Conduct. MCAA provides filtering software in an attempt to restrict access to inappropriate materials on the internet; however, users must recognize that filtering cannot block access to everything that might not be of educational value.

REMINDER: Network storage areas will be treated like school lockers. School and IT authorities have the right to review and monitor all information stored on the network. Using the network to access, or to attempt to access, the accounts of others, or to penetrate, or attempt to penetrate, security measures of MCAA or another entity's computer software or hardware, electronic communications system, or telecommunications/electronic communications system is prohibited.

Using the services for any activity which adversely affects the ability of other people or systems to use MCAA's network or the internet is prohibited. This includes denial of service attacks against another network host or individual user. Interference with or disruption of other network users, network services, or network equipment is prohibited.

Using or attempting to use a teacher's credentials to access network resources or the internet is prohibited. Other uses that the Superintendent/designee may find unacceptable are prohibited.

Using electronic resources, including, but not limited to, network access, internet access, digital cameras, tablets (i.e., Windows mobile devices, iPod Touch, Palm, etc.), personal communication devices (i.e., cell phones, pagers, messaging devices, telephones, digital recorders), MP3 players, iPods, USB flash drives, email, computers, and laptops are prohibited, unless student has permission from the classroom teacher where the electronic resource will be used. The following are examples of unacceptable use of telecommunications/electronic communications and students must not attempt to:

- Use or share another individual's username and password
- Leave computer unattended while logged on
- Read, create, send and/or receive email unless using a school-provided email account.
- Access, download, store, send, or display text, images, movies, or sounds that contain pornography, obscenity, or language that offends or degrades others
- Use social network sites including, but not limited to, twitter.com, facebook.com, chat rooms, etc.
- Video streaming not related to educational purposes or curriculum set by the school
- Download music or videos not authorized by the school
- Install services or electronic file sharing mechanisms
- Access, modify, harm, or destroy another user's data
- Attempt to send or send anonymous messages of any kind or pretend to be someone else while sending a message
- Cyber bullying on or off campus (i.e., threatening, harassing, embarrassing, terrifying, insulting, stalking, or attacking others which includes, but is not limited to, online threats and insults intended to embarrass, harass, or terrify others via electronic resources)
- Post personal information about self or others, sharing confidential information about students or employees
- Agree to meet with anyone met online

- Intentionally waste limited resources
- Bypass the filtering by use of anonymous proxies or unauthorized proxies and services
- Download and/or install games, software, tools, or any executable file.
- Connect to any unauthorized wireless access point or internet service provider

STUDENT TECHNOLOGY AND DEVICE GUIDELINES

MCAA provides computers and network capabilities to students for the purpose of enhancing instruction through technological resources.

All users, including parents and students, must read and be familiar with the IT Policies and Procedures handbook. A copy can be found on the District website on the Information Technology Department web page. In addition to those set forth in the IT Policies and Procedures Handbook, the following policies apply:

1. Students are responsible for good behavior on the MCAA network and devices just as they are in a classroom or school hallway.
2. MCAA Devices and its Network shall only be used for instructional and school related purposes.
3. Devices and network storage areas will be treated like school lockers. School and IT authorities have the right to review and monitor all devices and information stored on the network.
4. Students must notify a school administrator or teacher of device or network malfunctions immediately.
5. All MCAA devices must be made available for immediate inspection by MCAA staff with or without prior notification.
6. Scheduled device checks will occur throughout the year; all devices must be brought to school every day.
7. Students and/or parents must notify a school administrator or teacher of device damage immediately.
8. Devices will be expected to be maintained in good working order. If misuse is evident, the full price of repair or replacement of the device becomes the responsibility of the parent.
9. It is strongly suggested that protective equipment, covers, bags, etc. are used to ensure an additional layer of protection from damage to the device.
10. Students may not use the device for purposes in contrast to the MCAA Acceptable Use Policy.
11. If a student violates this policy, the MCAA device must be immediately returned in good working order.
12. If a device is damaged, the student is responsible for the cost or repair in accordance to the following:
 - a. Screen Replacement: \$50
 - b. Keyboard Assembly or Replacement: \$75
 - c. Charger: \$40
 - d. Battery: \$40
 - e. Full replacement: \$280

If a student violates any of these guidelines, his/her access to the network or MCAA devices may be terminated and appropriate disciplinary and/or legal action will be taken.